REPORT RESUMES

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NDEA INSTITUTE FOR STATE SUPERVISORS OF FOREIGN LANGUAGE (INDIANA UNIVERSITY, JUNE 26 - JULY 30, 1966). FINAL TECHNICAL REPORT.

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THE NARRATIVE PORTION OF THIS REPORT DESCRIBES THE SPECIALLY DESIGNED 1966 NDEA SUMMER INSTITUTE FOR STATE FOREIGN LANGUAGE SUPERVISORS HELD AT INDIANA UNIVERSITY. IT SUMMARIZES ACTIVITIES UNDERTAKEN IN THE SIX PRINCIPAL AREAS OF THE CURRICULUM--(1) STATISTICS, (2) EXPERIMENTAL DESIGN AND RESEARCH, (3) LINGUISTICS, (4) SUPERVISION AND CURRICULUM DEVELOPMENT, (5) PSYCHOLOGY AND PROFESSIONAL RESOURCES, AND (6) INSTRUCTION IN FRENCH, GERMAN, OR SPANISH. THE REPORT ALSO PRESENTS THE RESULTS OF THE EVALUATION MADE BY PARTICIPANTS AT THE CONCLUSION OF THE INSTITUTE. THE INFORMATION CONTAINED IN THE APPENDIXES, AMOUNTING TO MORE THAN ONE-HALF OF THE REPORT, INCLUDES THE FORMS USED IN CONDUCTING THE INSTITUTE, A DIRECTORY OF PARTICIPANTS AND STAFF, THE SCHEDULE OF SPECIAL EVENTS, THE INSTITUTE CALENDAR, LECTURE OUTLINES, STUDENT AND FACULTY EVALUATION QUESTIONNAIRES, BIBLIOGRAPHIES, AND A LIST OF THE MATERIALS AVAILABLE TO PARTICIPANTS IN THE CURRICULUM LIBRARY. (AUTHOR/AM)

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FINAL TECHNICAL REPORT
ON THE INSTITUTE FOR State Supervisors of Foreign Language CODE None

AT: Indiana University, Bloomington, Indiana

DATES: (From) June 26, 1966 (To) July 30, 1966

SUBMITTED BY: George E. Smith
(Director)

FL 000 331

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1966

NDEA INSTITUTE

for

STATE FOREIGN LANGUAGE SUPERVISORS

Indiana University, Bloomington

Introduction

Many of the improvements made in modern foreign language instruction during recent years are attributable directly to the efforts of the state foreign language supervisor and his counterpart at the community level. Wherever there is a superior long-sequence, community wide foreign language program, it is almost certain that there is at work a capable, enthusiastic, and knowledgable supervisor.

The office of state supervisor of foreign language is for the most part a product of the NDEA and therefore has existed in many states only since 1959. The first Title III foreign language supervisors came from a wide variety of academic sources and had little to guide them as they "created" their own job descriptions and invented their own procedures suited to the needs of their individual states. Few of the new supervisors of the early days of NDEA, and indeed few of the constant stream of replacements during more recent years, had specialized training or education designed to fit the peculiar requirements of their positions.

The U. S. Office of Education early recognized the need for these key individuals to have a much more comprehensive fund of knowledge and information in order to increase their effectiveness; so in 1960, the first of a series of short workshops for state foreign language supervisors was held in Washington. The results have been very gratifying. Today however, the responsibilities of the state supervisor have increased dramatically, and at the same time the "explosion" of knowledge in his field along with an unprecedented increase in the level of professional sophistication on the part of his constituents, leave him with a greater need for specialized training than ever before.

The foreign language supervisor of 1965 is dealing with more languages, including the so-called "exotic"; he is faced with longer sequences of instruction and must understand the needs of courses beginning as early as kindergarten, running through advanced placement in the high school, and continuing into the junior college and college level; he must be up-to-date on the rapidly growing body of knowledge in such fields as linguistics, the psychology of language learning, programmed instruction, the application of sociology and anthropology in foreign language learning, and the techniques of measurement, testing, and statistics.

Moreover, he must understand the theory and practice of supervision, both in the general sense and in its specific applications to his area of competence. With the remarkably varied opportunities for extensive research and development now possible through federal aid to education, the state supervisor has a responsibility to be acquainted with principles of design for experimental activities of all kinds, and to know how to foster such activity at both the local and state levels. Naturally concurrent with this, he must know the literature in the field and the sources through which he can keep himself continually informed of new developments. (It is impossible for foreign language teachers to take advantage of opportunities if they do not know they exist!)

In addition to all these things, the state supervisor should probably have above average competency in one foreign language, and a good knowledge of at least one other. Basic knowledge of several foreign languages makes it much easier for him to help in the criticism and selection of textbooks and other teaching materials.

Besides these directly applicable professional tools, the state or area supervisor should understand thoroughly the common structure and administrative composition of the school communities with which he works, as well as his position in the scheme of relationships in order to maximize his effectiveness.

Some of these things are now being taught in NDEA institutes for modern foreign language teachers or in regular graduate school programs at major institutions throughout the U. S.; but the majority of the topics, especially tailored and brought up to date to suit the unique requirements of the "area" foreign language supervisor, should be presented in the form of high-impact institutes designed to rearm the participants with practical information and "tools" presently available.

It was for all these reasons, then, that we sought and accepted the challenge of designing and undertaking the first NDEA institute especially tailored for state level supervisory personnel.

SPECIAL REPORT

An Institute for State supervisory personnel, by its general nature, poses problems which the vast majority of N.D.E.A. institutes do not have to face. In designing the curriculum and selecting the participants for a "standard" NDEA institute, the director may look for a high degree of homogeneity among the applicants, and individuals are usually selected on the basis of their similar needs and ability. In some cases, applicants are even given tests prior to selection.

The participants in a State Supervisors' Institute are admitted solely on the basis of their occupying that post in their respective states. The group is, and will continue to be, a thoroughly heterogeneous one, made up of individuals with minimal or no experience, several years experience, or even many years of professional supervisory background. In addition to the difference of length of time "on the job", there are differences in formal education and specialized interests, as well as state directed responsibilities. The problems which the Supervisor meets in his work may also have certain peculiarities related to geographic location and local regulation.

Thus, the planning of this institute curriculum required the exercise of certain caution mixed with a liberal degree of daring. It was decided to approach the objective through "block" scheduling in order to provide, in the short time allowed, a rapidly changing sequence of high-impact presentations which would strike a balance between the familiar and the unfamiliar, the general and the specific, and the relatively elemental and advanced.* It was hoped that the outcome would be an exercise in "mind stretching". It was further felt that the results of this type of institute would be both immediate and long range.

The most obvious weakness of the institute was its failure to reach its capacity of thirty participants. Considering the short notice which could be given to prospective participants, and other factors which might affect Supervisors' decisions to attend, the planning committee agreed that thirty was the most realistic number to plan for. There were indeed thirty-three requests for admission into the Institute as a result of the first letter of invitation, but on the opening day, only sixteen registered. All sixteen completed the program.

The principal reasons for this pre-session "dropout" are related to factors which should be seriously considered before any additional attempts are made to provide institute services for State supervisory personnel.

The first of these factors is a financial one. The State Supervisor is normally subject to a twelve-month contract and cannot afford to substitute $75 a week plus the dependency allowance for his regular salary. Even though present regulations permit him to receive the stipend in addition to the state half of his salary, this too is considered by some to be insufficient and is not a workable arrangement in many states. Prospects of a substantial decrease in income are a deterrent to attendance.

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*See Program, appendix page m.

A second factor which affected potential enrollment for the Institute was an administrative one. A few State Supervisors were simply not given permission to attend. (The State official concerned may or may not have given specific reasons for the decision to discourage attendance at the time.) In other cases, the Supervisor's own administrative decision was to remain on the job in his respective state because of previous professional commitment. Earlier publicity concerning the Institute might have helped some Supervisors to include it in their plans.

Other important factors affecting attendance were the length of the Institute, the particular time block chosen for the Institute, illness, and family problems. Since there were no alternates available there was no way to replace those who were forced to cancel their applications.

Our overall judgement as to the success of the institute is a distinctly positive one. The main objective of this institute was not merely to provide deeper or broader instruction for the language specialist, but more important, to provide new frontiers for, and to expand the knowledge and professional talents of a body of State supervisory personnel. The question is whether we have accomplished this end. Immediate evaluation of the Institute by observers and by the participants themselves indicates that to a large degree we succeeded. In answering the question, "As a result of having participated in the Institute, what will you do differently upon your return to your home office?", participants supplied a number of positive statements indicating that many original views had been changed or enlarged, and that many new concepts had been formed as a result of some phase of institute activity. This does not mean that the group passively accepted everything they heard, wholly or even partially. The State Supervisor's group is made up (fortunately) of a number of strong-minded, knowledgeable individuals with clear concepts of their restricted field. Anyone presenting new ideas to such a group must expect to have them questioned and must have facts well marshalled.

The judgements of the participants concerning the curriculum were expected in view of individual background variance within the group. Estimates as to the usefulness or applicability of any particular segment of the Institute varied as much as 180 degrees from individual to individual.

There were two or three items on which concensus was clear. There was distinctly a need for more time for "in-depth" reading and discussion. The high concentration of formal presentation in the schedule (related to the length and the experimental nature of the institute) should be relieved. Any repetition of an institute of this kind should make careful note of this. In addition, the contribution of consultants was not uniformly appropriate in relation to the objectives of the Institute. This was partially due to the fact that we were dealing with some academic areas which have not normally been part of foreign language teachers' experiences or institutes. In these areas the planners of the institute have learned a great deal themselves.

There are at least two directions which any future institute of this type might take. One would be to follow once again the "instructive" pattern of this first institute, including suggested modifications to curriculum, structure, programming, and length. A second attack would be to change the format entirely and approach the problem from a participant-directed orientation. By this, we mean the program would lean heavily upon the knowledge and experience of the participants, and would allow the supervisors to conduct most of the seminars themselves. The subject areas could be divided, designated in advance, and consultants could be brought in to work with the group as in the USOE "Foggy Bottom" sessions in 1960.

Although the participants themselves might even favor this type of project at the moment, we believe that chances of bringing about any major behavioral changes might be reduced by this kind of structuring. The objectives of the institute would have to determine the course of action. However, we do believe that even a one- or two-week session for exchange of ideas and discussion of common problems would be a very profitable annual event for all state supervisors.

In summary, from the point of view of the administrators and the staff of the Institute, the objectives as set out in the original proposal were satisfactorily met. Complications including the hottest summer in thirty years, the resulting extremely uncomfortable sleeping accommodations, and an airline transportation strike failed to dampen the spirits and morale of the group.

EVALUATION

1. Relations with USOE

From the very first days of planning and preparation the Director and his staff enjoyed excellent relations with and support from the U. S. Office of Education. The Office was very helpful in assistance with all program and fiscal matters. In addition, it has been a valuable source of information and materials.

When problems came up which we felt needed higher and more authoritative advice we did not hesitate to call for assistance. We felt also that we were allowed considerable flexibility which definitely contributed to the overall success of the Institute.

This Institute was very fortunate in securing the help of Dr. Donald N. Bigelow, Dr. James M. Spillane, Miss Esther Eaton, and Miss Ilo Remer. Also we considered the participation of Dr. James R. Powers a very valuable asset to the Institute program. We sincerely appreciated the contribution made by Dr. John L. Cameron, Dr. Marjorie C. Johnston, and Dr. Eugene Slaughter.

2. Relations with Local Administration

Our University administration welcomes NDEA Institutes. Since we have had considerable experience with these institutes on our campus, we experienced the fullest cooperation, enlightened assistance, and excellent communications with our own administration. This cooperation existed not only at the higher academic-administrative level, but also in our relationships with personnel in the Registrar's Office, the Accounting Office, and the Payroll Office.

3. Pre-Institute Preparation

Because of the highly specialized nature of this Institute, the problems which we faced were somewhat different from those normally found in NDEA Institutes.

One drawback was the application system which required participants to supply the same basic information on several different forms. Since biographical data and information concerning professional experience were usually identical for all forms, it was felt that such data should be filled out only once and that copies of this data should be reproduced by machine and distributed on request to agencies requiring such information.

Since this Institute was open only to State Supervisors of Foreign Language, selection of candidates caused no problems. Those who submitted letters from state superintendents granting permission to attend along with proof of contract for the following academic year were accepted as participants. We did lose several prospective participants because the stipend they would have received was considerably less than their salary.

Some difficulty which probably would not be encountered again was brought on by the late announcement of the Institute.

We believe that publicity was ample and proved to be quite effective. Initial response to our announcements was encouraging.

4. Orientation

Upon arrival at the Institute participants were registered and also enrolled in the Indiana University Summer Sessions. They then were assigned rooms in one of the newly-opened residence centers.

Orientation by the Director and his staff took place on the evening of the participants' arrival. The program included statements by several University officials. The Director delivered the main talk which dealt with the history and purpose of the Institute. All details of logistics and "housekeeping" were explained at length.

5. Physical Facilities

In general, facilities were rated good to excellent; however, there was one major area of concern. Because of the extreme heat wave which occurred in Bloomington, and because of the lack of air conditioning, emergency steps had to be taken in order to secure some air conditioned meeting rooms and a small dining room large enough to accommodate classes. This was done at extra cost to the Institute.

An additional difficulty was the considerable distance from residence to class. Participants were originally slated to make four trips daily. If weather was inclement, it caused discomfort and perhaps reduced efficiency. Heat was also a major negative factor in the residence halls.

We were able to resolve the problem of distance by relocating afternoon classes into an excellent air conditioned conference room in the dormitory.

Classrooms were adequate, laboratory facilities were excellent, and food was excellent. Support and assistance from the Conference Bureau was excellent.

6. Communication

Participant communications with the director and staff were excellent from the pre-institute preparation period throughout the duration of the Institute. The participant-faculty ratio was very small; therefore, each participant received greater personal attention than he would under average institute conditions. The director, associate director, and administrative assistant had daily personal contact with all participants, in both formal and informal situations.

7. Full-Time and Part-Time Faculty

One of the distinguishing features of this Institute was the faculty and the roles played by the two types of faculty employed.

The only full-time faculty members of the Institute were the professors in the language section. There were two full-time French teachers, one full-time German teacher and two full-time Spanish teachers. All other faculty members were part-time. All professors of French and German were natives--Spanish professors possessed native skills.

Part-time faculty were used for periods up to one week in length. The reason for this was that this Institute was divided into five weeks, each week dealing with a different area of interest.

Part-time faculty members were among the best professors available in their particular areas. All are well known authorities in their fields. For example, Nicholas Fattu in Education, William Bull and William Moulton in linguistics, etc. (See faculty list, appendix page h.)

A large number of consultants were used to provide a variety of viewpoints. This was especially important in "new" areas of concern such as Supervision and Curriculum Development. The principal reason for this was to expose the Supervisors to the thinking of the leaders in the various new areas, and to give them an opportunity to question and consult personally with these leaders. Consultants and lecturers were encouraged to remain for a full day or longer in order to take part in informal discussions.

8. Staff

Director:

GEORGE E. SMITH. A.B., Mexico City College; A.M., Northwestern University; Ph.D., Indiana University. Professor, Department of Spanish and Portuguese; Director, Indiana Language Program; Peace Corps Director of Training (Chile III), and Assistant Project Director (Chile I); Indiana (NDEA) State Supervisor of Foreign Languages, 1959-61; Spanish Department, Purdue University, 1951-59; Spanish teacher, Chicago City Schools; Co-author, Learning Spanish the Modern Way.

Associate Directors:

CLEMENS L. HALLMAN. B.A., Goshen College; M.A., in Teaching Spanish, University of New Mexico. Associate Director, Indiana Language Program; On leave from Pennsylvania State University, Assistant Professor of Education, Foreign Languages; Director, Division of Science, Mathematics and Foreign Language, N.D.E.A., Indiana State Department of Public Instruction, 1964; Indiana State Supervisor of Foreign Language, 1961-64; Teacher of Methods and Demonstration, N.D.E.A. Institute, University of Notre Dame, 1961.

M. PHILLIP LEAMON. Certificat d'Etudes, Biarritz University, France; A.B., Butler University; M.A., Ph.D., Indiana University. Associate Professor, School of Education; School Coordinator for Foreign Languages at Indiana University; Director, Honors Program in Foreign Languages for High School Students, Indiana University; N.D.E.A. Institute, University of Colorado, 1959; Ford Foundation Fellowship for study in France, 1954-55.

French

FRANCIS C. VALETTE. B.A., Quincy College; M.A., Ph.D., University of Illinois. Instructor in French, University of Illinois; Instructor, N.D.E.A. Foreign Language Institute at Coe College, Iowa, 1962, 1963, 1964; Supervisor of Oral French I and II, University of Illinois (summer session).

JEAN-YVON LANCHEC. Licence in Lettres, Diplome d'Etudes Superieures, University of Caen. Instructor, Department of French and Italian, Indiana University; Teacher at Experimental School of the Psychology and Pedagogy Laboratory of the University of Caen, 1963-64.

German:

ALBRECHT HOLSCHUH. M.A., Ph.D., Princeton University. Assistant Professor, Department of Germanic Languages, Indiana University; Instructor, N.D.E.A. Summer Institute, Princeton University, 1963, 1964; Instructor, Princeton University, 1962-64.

Spanish:

ANGELA PARATORE. B.A., M.A., University of Wisconsin; Ph.D., Cornell University. Associate Professor, Department of Linguistics, Chairman of Committee, English for Foreign Students, Indiana University; N.D.E.A. Institutes, 1962, 1963, 1964; Visiting Associate Professor, University of Hawaii, 1963-64; Author of Conversational English, 1961, and numerous other publications.

LEWIS M. BASTIAN. A.B., Brigham Young University. Teaching Associate, Department of Spanish, and M.A. candidate, Indiana University; Assistant Director, Foreign Language Institute, Brigham Young University; 2 1/2 years residence in Central America.

Statistics and Research:

NICHOLAS A. FATTU. B.S., M.S., University of Idaho; Ph.D., University of Minnesota. Research Professor, School of Education, and Director, Research Division, Indiana University; Professor, School of Education, and Director, Institute of Educational Research, 1951-65; Editor, Simulation Models for Education, 1965, plus numerous publications and standardized tests.

LAURENCE D. BROWN. B.S., University of Dayton; M.Ed., Miami University; Ed.D, University of Illinois. Associate Professor, Department of Education, Indiana University; Acting Chairman of Honors Committee, Education Department, Indiana University; Assistant Professor of Education, Kansas City University, 1961-62; Teacher, Franklin High School, Ohio, 1953-56.

H. LEONARD BRISLEY. B.A., University of California, Berkeley; M.A., Middlebury College. Lecturer in Foreign Language Teaching Methods, School of Education, Indiana University; Assistant Director, Honors Program in Foreign Languages for High School Students, Indiana University, Deputy Director in France, 1961-65; N.D.E.A. Modern Language Institute, University of Colorado, 1960.

Linguistics:

WILLIAM G. MOULTON. A.B., Princeton University; Ph.D., Yale University. Professor of Linguistics, Department of Germanic Languages, Princeton University; Professor of Linguistics, Cornell University, 1949-60; Assistant Professor, Yale University, 1941-44; Author of numerous articles and books, most recently The Sounds of English and German.

WILLIAM E. BULL. A.B., A.M., Ph.D., University of Wisconsin. Professor, Spanish Linguistics and Teaching Methodology, University of California, Los Angeles; Taught at Washington University, St. Louis, University of Iowa, and University of Wisconsin; Latest book is Spanish for Teachers: Applied Linguistics, 1965.

ALBERT VALDMAN. A.B., University of Pennsylvania; M.A., Ph.D., Cornell University. Professor, Department of French and Italian, Chairman of the Department of Linguistics, Indiana University; Structural Linguist and Coordinator, N.D.E.A. Institute, 1961-62; Author of Drillbook of French Pronunciation, 1964.

Psychology:

IRVING J. SALTZMAN. B.A., University of Massachusetts; M.A., Duke University; Ph.D., The Johns Hopkins University. Professor and Assistant Chairman of the Department of Psychology, Indiana University; NIH Special Postdoctoral Fellow (Linguistics), University of Washington, 1963-64; Visiting Lecturer, Harvard University, 1956-57; Programmed instruction course in Russian.

SHELDON CASHDAN. B.S., City University of New York; M.A., Ph.D., University of North Carolina. Assistant Professor, Department of Psychology, Indiana University; U.S. Public Health Service Fellowship, 1961-62, 64-65.

JOHN W. OST. B.A., Ph.D., Duke University. Assistant Professor, Department of Psychology, Indiana University; U.S. Public Health Service Postdoctoral Fellow, 1960-62.

PHILIP B. GOUGH. B.A., M.A., Ph.D., University of Minnesota. Assistant Professor, Department of Psychology, Indiana University; Visiting Assistant Professor, University of California, Los Angeles, 1963-64, University of Minnesota, 1961-62.

ALAN G. HUNDT. B.A., Colgate University; M.A., Ph.D., University of Missouri. Assistant Professor, Department of Psychology, Indiana University; National Institute of Mental Health Postdoctoral Fellow, University of Pennsylvania, 1964-65.

Professional Development:

EMMA M. BIRKMAIER. B.A., Saint Catherine College; A.M., Ph.D., University of Minnesota. Professor of Modern Language Education, Professor of Curriculum and Instruction, University of Minnesota; Consultant to U.S.O.E. Language Research Section, Cooperative Research Division, and MLA-FL Program; Methods teacher, N.D.E.A. Second Level German Language Institute, Germany, 1960, 1961; Author of numerous articles.

Supervision:

MARGARET AMMONS. Assistant Professor of Curriculum and Instruction, School of Education, University of Wisconsin.

Curriculum:

JAMES B. MACDONALD. Professor of Curriculum and Instruction, School of Education, University of Wisconsin.

Administrative Assistant:

ALBERT H. LeMAY. A.B., Providence College; M.A., Middlebury College; Teaching Associate, Department of Spanish, and Ph.D. candidate, Indiana University; Assistant Professor and Head of Spanish Department, Providence College, 1963-64; Studied at the University of Madrid, 1959-60.

Lecturers and Consultants

Louise Berman, Associate Secretary, Association for Supervision and Curriculum Development; on leave from University of Wisconsin-Milwaukee

John L. Cameron, Director, Administrative-Instructional Support Branch, U. S. Office of Education

Gerald Gleason, School of Education, University of Wisconsin-Milwaukee

Alfred S. Hayes, Director, Education and Research Program, Center for Applied Linguistics

Elton Hocking, Department of Modern Languages, Purdue University

Marjorie C. Johnston, Director, Instructional Resources Branch, U. S. Office of Education

Herbert Kliebard, School of Education, University of Wisconsin

Eleanore E. Larson, College of Education, University of Rochester

Gustave Mathieu, Department of Foreign Languages, California State College at Fullerton; Editor, FL Abstracts

Kenneth Mildenberger, Director of Programs, Modern Language Association

Howard Lee Nostrand, Department of Romance Languages, University of Washington

Dennis W. Pett, Program Supervisor, Audio-Visual Center, Indiana University

James R. Powers, Instructional Resources Branch, U.S. Office of Education; on leave from Massachusetts State Department of Public Instruction

Robert F. Roeming, Department of Language Laboratories, University of Wisconsin-Milwaukee; Managing Editor, Modern Language Journal

Allan F. Rosebrock, Director, Teacher Education and Certification, New Jersey Department of Education; NASDTEC

Theodore R. Storlie, Director of Instructional Services, Homeward-Flossmoor School District, Illinois

Johann F. Struth, Editor, Foreign Languages, Test Department, Harcourt, Brace and World

9. Unique Features of the Institute

To begin with, the Institute itself was unique. Developed for State level personnel--State Supervisors of Foreign Language--the Institute was the first of its kind. It was, therefore, experimental in nature as well as in concept.

One innovation was the "block" schedule. In order to provide the highest impact for each of the five chosen areas of the curriculum, we developed a rotating schedule in which the staff and subject matter changed each week during the five week period. The largest block of time (eight days) was devoted to a presentation of Supervision and Curriculum Development. Since this area was likely to be the least well-known among the participants, it was given the longest exposure. (See Schedule, appendix page m.)

An additional departure from institute norms was that three foreign languages were offered. Each participant was urged to begin a new language, thus tomake a start toward equipping himself with another useful tool for his position as State Supervisor of Foreign Languages. The low ratio of students to faculty permitted the necessary individualizing of instruction.

In choice of subject matter for the Institute, the planners attempted to increase the participant's scope of knowledge through contacts with areas other than those commonly studied in NDEA foreign language institutes. We believe that foreign languages should be an integral part of the general curriculum, and therefore, that foreign language supervisors should work with and understand the problems of personnel in the fields of curriculum development, supervision, guidance, administration, etc. Lecturers and consultants were chosen from these fields to offer participants not only information, but also an opportunity for direct communication with the individuals who are leaders in these areas of general education.

Another unusual feature of the Institute was its length. The project was probably the shortest foreign language oriented institute supported by NDEA grants.

10. Use of New Materials

Several lecturers dealt with new materials, programmed instruction, television, etc. An unusually large curriculum library and materials center was developed for the Institute. An opportunity was available for touring the Indiana University Data Processing Centers and for discussing problems with specialists in the Processing Center, the Television Center, and the Audio-Visual Center.

In addition, one full Saturday morning session was devoted to communications and the use of media.

11. Significant Aspects of Program (Participant rating)

Since many of the supervisors attending this Institute were either beginners or relatively new to their jobs, perhaps the one most significant aspect of the Institute was an opportunity to meet with other State Supervisors and discuss common problems. As we mentioned earlier, the great variety in backgrounds and experience among the participants produced different reactions as to the most valuable aspects of the program. Among those most mentioned were the opportunity for updating foreign language skills and for beginning a new language, the comprehensive survey of linguistics, the introduction to the new field of supervision and curriculum, and the opportunity to meet national leaders in a variety of fields through our consultant-lecturer program.

It is interesting to note some things which the supervisors say they will do as a result of having participated in this Institute. The following are quotations from questionnaires distributed at the termination of the Institute:

1. Encourage teacher self-evaluation through several "feedback" methods.

2. Involve even greater numbers of teachers at all levels of instruction in service and professional activities.

3. Urge teachers to experiment--to create--and to individualize instruction as much as possible.

4. Emphasize teacher consultation rather than classroom visitation.

5. Apply in my work some of the principals and techniques of supervision.

6. Explore areas for innovation in foreign language programs.

7. Encourage research projects.

8. Work with other special area supervisors on joint projects.

12. Follow Up

We presently plan to follow up our evaluation of this Institute by circulating a questionnaire to all participants six months from the terminal date of the Institute. We feel that some areas of the

Institute program will have rather long-range implications related to effect on supervisors' activities or thinking.

13. Influence on Faculty and Staff

In addition to the possible influences this Institute may have had on the participants, there seem to have been interesting effects on the faculty members in the project. In many instances this was the first contact faculty members had had with specialists in the foreign language field. We have had a number of interesting comments both written and oral from the specialists in supervision, curriculum, and research which indicate that their future behavior will be influenced by these contacts. One clear example of this kind of influence is the plan to include foreign language specialists in several future ASCD sponsored conferences on curriculum and supervision.

14. Summary

In summary, we came to the end of the Institute with a feeling of cautious optimism. We believe that institutes of this kind are valuable, and should be continued and expanded into other areas of the curriculum. In order to insure a much larger degree of possible success, higher morale, and more effective exchange, all efforts should be directed toward encouraging the participation of the largest possible number of state supervisors. The very fact that only sixteen supervisors were on hand for the opening of the Institute operated as a negative factor on general morale. We feel that we also lost valuable contributions through the absence of some of the more experienced supervisors.

The supervisors themselves second our belief that an annual get together of the state specialists would be of inestimable value to all members of the group.

NOTE

Airline Strike

The unexpected airline strike caused difficulties in the transportation of consultants and faculty members. As a result of these difficulties, budget adjustments had to be made. For example, per diem expenses were paid to Howard Nostrand who had to travel by train for three days to make his scheduled program. In addition, various emergency telephone calls were made in order to secure transportation. It was also necessary for Alfred S. Hayes to drive back to Washington, D.C., via rented automobile in order to make an important engagement.

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NDEA Summer Institute
for State Supervisors
of Foreign Language

AREA CODE 812
TEL. NO. 337-8794

November 30, 1965

I am very pleased to be able to announce that Indiana University, in cooperation with the U. S. Office of Education, will offer a specially designed five-week seminar for state foreign language supervisors during the summer of 1966.

The seminar, scheduled to run from June 26 to July 30, will be intensive in nature and will encompass a carefully selected set of topics of direct and immediate interest to state FL supervisors. Both the director and one of the associate directors of the institute have been state FL supervisors, with a total of five years such experience. A second associate has worked in a unique state-oriented FL program since 1959. We hope this experience will help to insure that every phase of the seminar be of practical help.

Each of the five weeks will highlight a different area of emphasis: linguistics and language, supervision and curriculum, psychology (of language and of supervision), professional development, experimental design, statistics and research. We enclose several pages from the introduction of the proposal for a narrative description of the project.

One goal of the seminar will be the cooperative production of a detailed work paper or "blueprint" for foreign language supervision.

The seminar staff will be chosen from among the most competent professionals in each field, and a broad program of visiting consultants will afford unique opportunities to "rub elbows" with a large number of outstanding leaders in the respective disciplines.

The normal N.D.E.A. stipends will be made available to all participants provided they do not receive other federal salary at the same time. We hope you can make any necessary financial adjustments with your department.

Present plans call for the seminar to be open to thirty state supervisors. There is some possibility that this number can be increased, but we do not have any assurance from the Office that there will be funds available. If you can attend or hope to attend the sessions, please let this constitute an advance personal invitation to you to unite with us in this joint project to improve foreign language instruction.

Although we will be sending out application forms, if you can give us an informal commitment at this time, it will help insure a place for you. If you would like to attend but have encountered some difficulty, perhaps we might be able to suggest a solution.

We are all frankly excited about the possibilities of this project, and you may be sure that we are doing everything possible to make it thoroughly worthwhile. We look forward to hearing from you personally - soon.

Cordially,

George E. Smith
GES/bsp

INDIANA UNIVERSITY
101 LINDLEY HALL - BLOOMINGTON, INDIANA 47401

NDEA Summer Institute
for State Supervisors
of Foreign Language

AREA CODE 812
TEL. NO. 337-8794

March 24, 1966

We are pleased that you have completed the application for the State Foreign Language Supervisors' Institute and are happy to offer you officially the opportunity to participate.

In order to follow the required procedure set by the Office of Education, the following three items must now be completed and returned to me no later than April 23, 1966.

1. A letter of acceptance.
2. The enclosed blue Oath or Affirmation form, completed, and duly notarized.
3. Evidence of contract. (A letter from your Chief State School Officer or Supervisor stating that you will be continued as a foreign language supervisor for your state.)

We are enclosing also a sheet with several paragraphs copied from the U.S.O.E. Handbook. The information may be helpful to some participants.

Once the final list of participants has been completed we will be writing to you with plans for special roles which we hope each Supervisor will be able to play during the course of the five weeks.

We look forward to having your letter of acceptance and other materials soon. If we can provide any help or information, please write or call.

Cordially,

George E. Smith
GES/ksl

INDIANA UNIVERSITY
101 LINDLEY HALL - BLOOMINGTON, INDIANA 4740[illegible]

NDEA Summer Institute
for State Supervisors
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December 22, 1965

We are asking your help and cooperation in assembling some materials for the State Supervisors Institute for the coming summer.

We are sure that each State has produced numerous valuable publications, pamphlets, and directives which would be helpful to our colleagues in all states. If you have any materials that you think your counterparts would find interesting and useful, would you and your State Office be able to make available several copies - preferably enough for each participant - and send them to us in advance of the Institute starting date?

Plans are going ahead full speed for the Institute, and as soon as we have assembled more data, we will be sending you a full description of the project.

Thank you for your cooperation. We look forward to having any suggestions or ideas from you.

Cordially,

George E. Smith
agf

NDEA INSTITUTE FOR ADVANCED STUDY
for
STATE FOREIGN LANGUAGE SUPERVISORS

101 Lindley Hall
Indiana University
Bloomington, Indiana

FINAL LIST OF PARTICIPANTS

"C" designates participants enrolled for credit. "NC" designates participants not enrolled for credit. Social Security number appears above the name of each participant. Office Area Code is the same as home Area Code.

	Home Address and Phone	Office Address and Phone
	024-28-1327	
C	Mr. John G. Boucher 1070 Union Street Manchester, New Hampshire 03104 (AC 603) 627-2618	Division of Instruction State Department of Education State House Annex Concord, New Hampshire 225-6611 (ext. 358)
	480-30-5211	
C	Mrs. Marjorie A. Boyd 312 Thatcher Street Boise, Idaho (AC 208) 342-3040	Department of Public Instruction Idaho State Department of Education Statehouse Boise, Idaho 344-5811 (ext. 244)
	006-10-6823	
C	Mr. Marshall Bridge Post Office Box 2167 Agana, Guam 96910	Kennedy High School Guam 96910

	Home Address and Phone	Office Address and Phone
NC	223-42-7018 Miss Genelle Caldwell Apartment L-4 Garden Court Apartments Dover, Delaware (AC 302) 674-2450	State Department of Public Instruction Dover, Delaware 19901 734-5711 (ext. 498)
C	560-26-6148 Mr. Clinton Carney Box 2176 Balboa, Canal Zone	Office of the Deputy Superintendent of Schools Canal Zone Government Balboa Heights, Canal Zone 21379
NC	240-58-8548 Mrs. Tora T. Ladu 802 Lake Boone Trail Raleigh, North Carolina 27607 (AC 919) 787-4316	Modern Foreign Languages State Department of Public Instruction Raleigh, North Carolina 27607 829-3602
C	527-26-0745 Mr. J. Oscar Maynes, Jr. 5725 West Belmont Avenue Glendale, Arizona (AC 602) 937-3814	Glendale High School Glendale, Arizona 939-7571
C	013-22-8706 Mr. Ernest J. Mazzone 142 Malden Street Revere, Massachusetts 02151 (AC 617) 284-0528	Massachusetts State Department of Education 200 Newbury Street Boston, Massachusetts 02116 267-9650
NC	101-24-1717 Mr. Edgar Moreau 2 Pilgrim Drive Albany, New York 12211 (AC 518) HO 5-0694	Bureau of Foreign Languages State Education Department 318 Education Building Albany, New York 12224 GR 4-5928
C	311-28-8800 Miss Wahneta Mullen 5801 North Olney Apartment 16 Indianapolis, Indiana 46220 (AC 317) 253-6126	Modern Foreign Languages State Department of Public Instruction 401 State House Indianapolis, Indiana 46204 633-4912

	Home Address and Phone	Office Address and Phone
NC	315-22-3591 Mrs. Barbara Ort 1541 Ann Street East Lansing, Michigan (AC 517) 332-1785	N.D.E.A. Title III State Department of Education 123 West Ottawa Lansing, Michigan 48902 373-3317
C	582-58-0778 Miss Alicia C. Ortiz Lindberg Bay, 13a St. Thomas, Virgin Islands 00801 (AC 774) 2926	Department of Education Charlotte Amalie St. Thomas, Virgin Islands 00801 0100
C	542-32-1068 Mr. David J. Quinn 1778 Park Avenue Salem, Oregon 97310 (AC 503) 581-5518	Oregon State Department of Education Public Service Building Salem, Oregon 97310 364-2171
C	009-28-6928 Mr. Peter D. Sandler 3 Harvard Street Springfield, Vermont 05156 (AC 802) 885-2561	Department of Education State Office Building State Street Montpelier, Vermont 05602 223-2311
NC	536-38-4859 Miss Helen Shelton 1216 South Chestnut Olympia, Washington 98501 (AC 206) 943-0758	Foreign Language Programs State Office of Public Instruction Olympia, Washington 98501 753-6724
C	229-50-4444 Miss Helen P. Warriner 3007 Grove Avenue Richmond, Virginia 23221 (AC 703) 359-2672	Commonwealth of Virginia State Department of Education Richmond, Virginia 23216 MI 4-4111 (ext. 2259)

NDEA INSTITUTE FOR ADVANCED STUDY
for
STATE FOREIGN LANGUAGE SUPERVISORS

LIST OF STAFF

Name	Department	University
Dr. Francis Valette	French and Italian	Indiana University
Mr. Jean-Yvon Lanchec	French and Italian	Indiana University
Dr. Albrecht Holschuh	Germanic Languages	Indiana University
Dr. Angela Paratore	Linguistics	Indiana University
Mr. Lewis Bastian	Spanish and Portuguese	Indiana University
Dr. Nicholas Fattu	Education	Indiana University
Dr. Laurence Brown	Education	Indiana University
Mr. Leonard Brisley	Education	Indiana University
Dr. William Moulton	Linguistics	Princeton University
Dr. William Bull	Spanish	University of California at Los Angeles
Dr. Albert Valdman	French and Italian	Indiana University
Dr. Margaret Ammons	Education	University of Wisconsin
Dr. James Macdonald	Education	University of Wisconsin
Dr. Irving Saltzman	Psychology	Indiana University
Dr. Sheldon Cashdan	Psychology	Indiana University
Dr. John Ost	Psychology	Indiana University
Dr. Philip Gough	Psychology	Indiana University
Dr. Alan Hundt	Psychology	Indiana University
Dr. Emma Birkmaier	Education	University of Minnesota

NDEA INSTITUTE FOR ADVANCED STUDY
for
STATE FOREIGN LANGUAGE SUPERVISORS

101 Lindley Hall
Indiana University
Bloomington, Indiana

SPECIAL EVENTS AND RECREATIONAL PROGRAM

I. First Week - June 26 - July 2

Statistics and Research	Foreign Language
Faculty:	Faculty:
Professor Fattu	Professors Lanchec and Valette
Professor Brown	Professor Holschuh
Professor Brisley	Professors Paratore and Bastian

Special Events

June 26, Sunday:	Registration, 1-5 p.m., Willkie Quad Orientation, 7 p.m., IMU, Room 300B
June 27, Monday:	Opening Banquet, 6:30 p.m., IMU, State Room West, Speaker - Dr. John L. Cameron, U.S.O.E.
June 28, Tuesday:	Seminar - Dr. James Powers, Instructional Resources Branch, Division of Plans and Supplementary Centers, U.S.O.E.
June 29, Wednesday:	Seminar - Dr. Powers Consultant - Dr. Allan Rosebrock, NASDTEC, B011*
June 30, Thursday:	Seminar and informal evening sessions conducted by Dr. Powers, B011
July 1, Friday:	Seminar and informal evening sessions conducted by Dr. Powers, B011
July 2, Saturday:	Consultant - Dr. Johann Struth, Editor, Test Department, Harcourt, Brace & World, 8:30 a.m. - 12:00 noon, L003 Reception, Dr. and Mrs. Smith, 8:30 p.m.**

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*B refers to Ballantine Hall; L refers to Lindley Hall.

**All events with a double asterisk are optional.

II. Second Week - July 3 - July 9

Linguistics
Faculty:
Professor Moulton
Professor Bull
Professor Valdman

Foreign Language
Faculty:
Professors Lanchec and Valette
Professor Holschuh
Professors Paratore and Bastian

Special Events

July 4, Monday:	National holiday - no classes Picnic, hiking and swimming at Lake Lemon, 12-5 p.m.**
July 6, Wednesday:	Consultant - Dr. Theodore Storlie, Director of Instruction, Homeward-Flossmoor School District. "Supervision - Interpersonal Relationships," B011
July 8, Friday:	Consultant - Dr. Alfred Hayes, Center for Applied Linguistics, B011
July 9, Saturday:	Regular classes will be held to make up for July 4 holiday

III. Third Week - July 10 - July 16

Supervision and Curriculum
Faculty:
Professor Ammons
Professor Macdonald

Foreign Language
Faculty:
Professors Lanchec and Valette
Professor Holschuh
Professors Paratore and Bastian

Special Events

July 10, Sunday:	Afternoon visit to Art and Craft Mart** Dinner at French Lick Sheraton Hotel**
July 11, Monday:	Seminar and evening session conducted by Consultant - Dr. Howard Nostrand, University of Washington, B011
July 12, Tuesday:	Consultant - Dr. Eleanore Larson, University of Rochester. "Supervision," B011
July 13, Wednesday:	Consultant - Dr. Gerald Gleason, University of Wisconsin-Milwaukee. "Media and Materials," B011

July 14, Thursday: No daytime classes

Consultant - Dr. Louise Berman, Associate Secretary, ASCD-NEA, on leave from University of Wisconsin-Milwaukee, B011

July 15, Friday: Consultant - Dr. Gustave Mathieu, California State College at Fullerton, B011

July 16, Saturday: Orientation to Media - general session, 9-12 a.m., L003. Dr. Dennis Pett, Program Supervisor, Audio-Visual Center, Indiana University

Butler University outdoor theatre, Indianapolis**

IV. Fourth Week - July 17 - July 23

Supervision and Curriculum
Faculty:
  Professor Ammons
  Professor Macdonald

Psychology
Faculty:
  Professor Saltzman
  Professor Cashdan
  Professor Ost
  Professor Gough
  Professor Hundt

Foreign Language
Faculty:
  Professors Lanchec and Valette
  Professor Holschuh
  Professors Paratore and Bastian

Special Events

July 19, Tuesday: Consultant - Dr. Herbert Kliebard, University of Wisconsin. "Curriculum," B011

July 20, Wednesday: Consultant - Dr. Robert Roeming, University of Wisconsin-Milwaukee, B011, 8:15 p.m.

July 21, Thursday: Picnic at McCormick's Creek**

V. Fifth Week - July 24 - July 30

Psychology
Faculty:
  Professor Saltzman
  Professor Cashdan
  Professor Ost
  Professor Gough
  Professor Hundt

Professional Development
Faculty:
  Professor Birkmaier

Foreign Language
Faculty:
  Professors Lanchec and Valette
  Professor Holschuh
  Professors Paratore and Bastian

Special Events

July 24, Sunday: Dinner at the Nashville House**

July 27, Wednesday: Consultant - Dr. Marjorie C. Johnston, Instructional Resources Branch, U.S.O.E., B011

July 29, Friday: Closing Banquet, 6:30 p.m., Speaker - Dr. Kenneth Mildenberger, Director of Programs, MLA m

NDEA INSTITUTE FOR ADVANCED STUDY
for
STATE FOREIGN LANGUAGE SUPERVISORS

101 Lindley Hall
Indiana University
Bloomington, Indiana

June 26 to July 30, 1966

REVISED CALENDAR

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First Week
June 26 - July 2

Statistics, Experimental Design and Research
Professors Fattu, Brown and Brisley

	27 Monday	28 Tuesday	29 Wednesday	30 Thursday	1 Friday	2 Saturday
8:00- 8:50	LANGUAGE Meets daily for duration of Institute French: Professors Lanchec and Valette - Room 008 German: Professor Holschuh - Room 005 Spanish: Professors Paratore and Bastian - Room 004					Dr. Johann Struth 8:30 - 12:00 noon, Room 003
9:00- 9:50	STATISTICS, EXPERIMENTAL DESIGN AND RESEARCH Meets daily, Monday - Friday, Room 004					
9:50- 10:15	BREAK					
10:15- 11:30	STATISTICS, EXPERIMENTAL DESIGN AND RESEARCH Meets daily, Monday - Friday, Room 004					
11:30- 1:00	LUNCH					
1:00- 1:30	LANGUAGE COUNSELING AND LAB PRACTICE To be arranged by language professors					
1:45- 2:30	STATISTICS, EXPERIMENTAL DESIGN AND RESEARCH Meets daily, Monday - Friday, Room 004					

2:40- 3:25	- - - STATISTICS, EXPERIMENTAL DESIGN AND RESEARCH - - - - Meets daily, Monday - Friday, Room 004					
3:25- 3:45	- - - - - - - - - - - - - - BREAK - - - - - - - - - - - - - - -					
3:45- 4:30	- - - - - - - - - - - - S E M I N A R - - - - - - - - - - - - Meets daily for duration of Institute, Room 003	Dr. James Powers	Dr. James Powers	Dr. James Powers	Dr. James Powers	
7:00- 10:00	Opening Banquet 6:30 p.m. IMU, State Room West (Dr. Hopper tentative)	CONSULTANT Dr. James Powers Room 011, Ballantine	CONSULTANT Dr. Allan Rosebrock Room 011, Ballantine	CONSULTANT Dr. James Powers Room 011, Ballantine	CONSULTANT Dr. James Powers Room 011, Ballantine	

Second Week
July 3 - July 9

Linguistics: General, Contrastive
Professors Moulton, Bull, and Valdman

	4 Monday	5 Tuesday	6 Wednesday	7 Thursday	8 Friday	9 Saturday
8:00-8:50	FOURTH OF JULY-NO CLASSES	LANGUAGE Meets daily for duration of Institute French: Professors Lanchec (LH 004) and Valette (LH 108) German: Professor Holschuh (LH 005) Spanish: Professors Paratore (LH 003) and Bastian (LH 101F)				
9:00-9:50		GENERAL LINGUISTICS Meets daily, Tuesday - Saturday, LH 003				
9:50-10:15		BREAK				
10:15-11:30		GENERAL LINGUISTICS Meets daily, Tuesday - Saturday, LH 003				
11:30-12:00		LANGUAGE COUNSELING AND LAB PRACTICE To be arranged by language professors				
12:00-1:45		LUNCH				
1:45-2:30		CONTRASTIVE LINGUISTICS Meets daily, Tuesday - Saturday French: Professor Valdman (South Dining Room, Willkie Quad) Spanish: Professor Bull (Meeting Room, No. Bldg., Willkie Quad)				
2:40-3:25		CONTRASTIVE LINGUISTICS Meets daily, Tuesday - Saturday French: Professor Valdman (South Dining Room, Willkie Quad) Spanish: Professor Bull (Meeting Room, No. Bldg., Willkie Quad)				
3:25-3:45		BREAK				
3:45-4:30		SEMINAR Meets daily for duration of Institute Meeting Room, No. Bldg., Willkie Quad				
7:00-10:00			CONSULTANT Dr. Theodore Storlie MR, NB, WQ		CONSULTANT Dr. Alfred Hayes MR, NB, WQ	

Third Week
July 10 - July 16

P Supervision and Curriculum
Professors Ammons and Macdonald

<table>
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Monday</th><th>12
Tuesday</th><th>13
Wednesday</th><th>14
Thursday</th><th>15
Friday</th><th>16
Saturday</th></tr>
<tr><td>8:00-
8:50</td><td colspan="5">LANGUAGE
Meets daily for duration of Institute
French: Professors Lanchec (LH 004) and Valette (LH 108)
German: Professor Holschuh (LH 005)
Spanish: Professors Paratore (LH 003) and Bastian (LH 101F)</td><td></td></tr>
<tr><td>9:00-
9:50</td><td colspan="5">SUPERVISION AND CURRICULUM
Meets daily, Monday - Friday, LH 003</td><td rowspan="4">Dr. Dennis Pett
9:00 - 12:00 noon, LH 003</td></tr>
<tr><td>9:50-
10:15</td><td colspan="5">BREAK</td></tr>
<tr><td>10:15-
11:30</td><td colspan="5">SUPERVISION AND CURRICULUM
Meets daily, Monday - Friday, LH 003</td></tr>
<tr><td>11:30-
12:00</td><td colspan="5">LANGUAGE COUNSELING AND LAB PRACTICE
To be arranged by language professors</td></tr>
<tr><td>12:00-
1:45</td><td colspan="5">LUNCH</td><td></td></tr>
<tr><td>1:45-
2:30</td><td colspan="5">SUPERVISION AND CURRICULUM
Meets daily, Monday - Friday
Meeting Room, No. Bldg., Willkie Quad</td><td></td></tr>
<tr><td>2:40-
3:25</td><td colspan="5">SUPERVISION AND CURRICULUM
Meets daily, Monday - Friday
Meeting Room, No. Bldg., Willkie Quad</td><td></td></tr>
<tr><td>3:25-
3:45</td><td colspan="5">BREAK</td><td></td></tr>
<tr><td rowspan="2">3:45-
4:30</td><td colspan="5">SEMINAR
Meets daily for duration of Institute
Meeting Room, No. Bldg., Willkie Quad</td><td rowspan="2"></td></tr>
<tr><td>Dr. Howard
Nostrand</td><td></td><td></td><td></td><td>Dr. Gustave
Mathieu</td></tr>
<tr><td>7:00-
10:00</td><td>CONSULTANT
Dr. Howard
Nostrand
MR, NB, WQ</td><td>CONSULTANT
Dr. Eleanore
Larson
MR, NB, WQ</td><td>CONSULTANT
Dr. Gerald
Gleason
MR, NB, WQ</td><td>CONSULTANT
Dr. Louise
Berman
MR, NB, WQ</td><td>CONSULTANT
Dr. Gustave
Mathieu
MR, NB, WQ</td><td></td></tr>
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Fourth Week
July 17 - July 23

Supervision and Curriculum
Professors Ammons and Macdonald

Psychology
Professors Saltzman, Cashdan, Ost, Gough and Hundt

	18 Monday	19 Tuesday	20 Wednesday	21 Thursday	22 Friday	23 Saturday
8:00-8:50	LANGUAGE Meets daily for duration of Institute French: Professors Lanchec (LH 004) and Valette (LH 108) German: Professor Holschuh (LH 005) Spanish: Professors Paratore (LH 003) and Bastian (LH 101F)					
9:00-9:50	SUPERVISION AND CURRICULUM Meets Monday - Wednesday, LH 003			PSYCHOLOGY Meets Thursday - Friday, LH 003		
9:50-10:15	BREAK					
10:15-11:30	SUPERVISION AND CURRICULUM Meets Monday - Wednesday, LH 003			PSYCHOLOGY Meets Thursday - Friday, LH 003		
11:30-12:00	LANGUAGE COUNSELING AND LAB PRACTICE To be arranged by language professors					
12:00-1:45	LUNCH					
1:45-2:30	SUPERVISION AND CURRICULUM Meets Monday - Wednesday, Meeting Room, No. Bldg., Willkie Quad			PSYCHOLOGY Meets Thursday - Friday, Meeting Room, No. Bldg. Willkie Quad		
2:40-3:25	SUPERVISION AND CURRICULUM Meets Monday - Wednesday, Meeting Room, No. Bldg., Willkie Quad			PSYCHOLOGY Meets Thursday - Friday, Meeting Room, No. Bldg., Willkie Quad		
3:25-3:45	BREAK					
3:45-4:30	SEMINAR Meets daily for duration of Institute Meeting Room, No. Bldg., Willkie Quad					
7:00-10:00	CONSULTANT Mr. F. André Paquette MR, NB, WQ	CONSULTANT Dr. Herbert Kliebard MR, NB, WQ	CONSULTANT Dr. Robert Roeming MR, NB, WQ			

Fifth Week
July 24 - July 30

Psychology
Professors Saltzman, Cashdan, Ost, Gough and Hundt

Current Literature, Resources, and Professional Development
Professor Birkmaier

	25 Monday	26 Tuesday	27 Wednesday	28 Thursday	29 Friday	30 Saturday
8:00-8:50	LANGUAGE Meets daily for duration of Institute French: Professors Lanchec (LH 004) and Valette (LH 108) German: Professor Holschuh (LH 005) Spanish: Professors Paratore (LH 003) and Bastian (LH 101F)					
9:00-9:50	PSYCHOLOGY Meets Monday - Tuesday, LH 003		CURRENT LITERATURE AND RESOURCES Meets Wednesday - Friday, LH 003			
9:50-10:15	BREAK					
10:15-11:30	PSYCHOLOGY Meets Monday - Tuesday, LH 003		CURRENT LITERATURE AND RESOURCES Meets Wednesday - Friday, LH 003			
11:30-12:00	LANGUAGE COUNSELING AND LAB PRACTICE To be arranged by language professors					
12:00-1:45	LUNCH					
1:45-2:30	PSYCHOLOGY Meets Monday - Tuesday, Meeting Room, No. Bldg., Willkie Quad		PROFESSIONAL DEVELOPMENT Meets Wednesday - Friday, Meeting Room, No. Bldg., Willkie Quad			
2:40-3:25	PSYCHOLOGY Meets Monday - Tuesday, Meeting Room, No. Bldg., Willkie Quad		PROFESSIONAL DEVELOPMENT Meets Wednesday - Friday, Meeting Room, No. Bldg., Willkie Quad			
3:25-3:45	BREAK					
3:45-4:30	SEMINAR Meets daily for duration of Institute Meeting Room, No. Bldg., Willkie Quad					
7:00-10:00			CONSULTANT Dr. Marjorie C. Johnston MR, NB, WQ	PACE Film MR, NB, WQ	Closing Banquet 6:30 p.m. IMU, State Room West Dr. Kenneth Mildenberger	

ORIENTATION TO

THE STATE DEPARTMENT OF EDUCATION

I.

A. 1. Relationships with Federal Agencies
  - a. USOE - Structure
    - Administration of Federally Aided Programs
      - NDEA III - State Plan Program
      - ESEA III, Research, Foreign Study, etc.
  - b. Other Agencies & Programs

2. Relationships with local agencies
  - a. Types of relationships

Authoritarian	Emphasis on Regulation
Permissive	"Consultant" service
Cooperative	"Leadership"
Combinations	

Is the administration of Title III a regulatory Function?
Voluntary participation under Terms of State Plan

  - b. Understanding of local school organization
  - c. Permissible degree of initiative
  - d. Relation of financial aid to improvement of instruction

3. Possibilities of interstate cooperation - NCSSFL

B. Internal Organization and Operation
  1. Structure of State Education Departments - State Board - CSSO, - Administrative Supervisory Staff - Divisions, Etc.
  2. Curriculum and Instruction
  3. Related Services - AV, Library, Statistics - General Supervision - Curriculum Publications

C. Definition of Role and Responsibilities of FL Supervisor
  1. Regulatory - compliance with State & Federal regulations?
  2. Operational - workshops and in-service education?
  3. Leadership - initiative in identifying needs, in planning
     - in promoting innovations, encouraging study, research, etc.
     - in improving teacher preparation and certification, etc.
  4. Service - Information
     - Consultation

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II. Identification of Strengths, Resources, Needs, and Problems

A. Gathering Data on State of Affairs

1. Base-line data for planning
    - Course offerings and enrollments, elementary and secondary
    - Number of schools
    - Number of teachers
    - Certification data
    - Superior Programs, teachers, local supervisors
    - Innovative Programs
    - Research Projects
    - College and University courses
    - Lists of Institute graduates
    - Competences of teachers
    - Available equipment
    - Available materials
    - Student achievement
2. Utilization of Related Services (Research & Statistics) for gathering data
3. Observations - school visits
4. Informal communications

B. Identification of Needs and Problems

Interpretation of data dependent on supervisor's point of view, on his understanding of:

- the objectives and purposes of education and of FL instruction
- the nature of language and language learning
- curriculum theory
- school organization (conventional and innovative)
- uses of instructional technology
- statistics testing and evaluation

III. Planning the Total Program of State Supervisory Services

A. Awareness of Currents and Movements, e.g.,
  - improvement of Foreign Language teacher preparation
  - adoption of policy of "approved programs" for teacher certification
  - creation and tryout of programmed instructional materials
  - wider use of instructional technology
  - innovation and the acceleration of change (model programs, diffusion, adaptation)

B. Adopting a Realistic Approach
  1. identifying what can be done
  2. locating available resources (funds, personnel, equipment, materials)
  3. determining how long a project may take
  4. utilizing existing organization

C. Timing

D. Assignment of Priorities

E. Specific Examples of Sub-programs or Projects
  1. Collection of data (surveys, school visits, etc.)
  2. Dissemination of information
  3. Guidance to local school boards, administrators, department heads regarding local program development
  4. Curriculum guides, courses of study
  5. In-service programs for the continuing education and the reeducation of teachers and for the improvement of curriculum and instruction
     - applied linguistics
     - culture
     - beginning courses
     - intermediate and advanced courses
     - continuity
     - reading
     - testing
     - etc.
  6. Development of local leadership (local supervision)
  7. Stimulation of research projects
  8. Encouragement of innovations and their diffusion
  9. Utilizations of technology (ETV, Lang. Lab, etc.)
  10. Summer schools, overseas study
  11. Evaluation of local progress
  12. Improvement of teacher preparation
  13. Improvement of certification requirements
  14. Coordination of the foreign language profession and education profession

(Utilization of papers presented at USOE-NCSSFL Program Development Conference, May 24-28, 1965)

RESEARCH AND STATISTICS

Monday: Sample Survey: Discussion of survey studies and identification of certain questions to be answered. Strategies in sampling studies, sampling plans, estimation of sample reliabilities. Content covered: Hansen, Hurwitz and Madow Sample Survey Methods and Theory, Vol. 1, first three chapters: Kish Survey Sampling; Cochran, Mosteller, and Tukey "Statistical Problems of the Kinsey Report." Journal of American Statistics Association 48 (1953) 673-716; and (by the same authors) "Principles of Sampling" Jrnl. Am. Stat. Assoc. 49 (1954) 1-12.

Tuesday: Survey Research: Effects of non-returns on questionnaires and interviews; effects of phrasing of questions upon response. Discussion of Payne The Art of Asking Questions, Kahn and McConnell, The Dynamics of Interviewing: Theory, Techniques and Cases, Richardson, Dohrewend and Klein, Interviewing: Its Forms and Functions.

Wednesday: Correlational Study: Discussion of Pimsleur and others "Underachievement in Foreign Language Learning" and "Foreign Languages Learning." Discussion of validity and reliability, covariance and correlation, correlation and causation, multivariate analysis, problems in selection and classification, the structure of abilities, as in Cronbach Essentials of Psychological Testing, DuBois Multivariate Correlational Analysis, Cooley and Lohnes Multivariate Procedures for the Behavioral Science.

Thursday: Experimental Study: Creore and Hanzelli. Discussion of experimental design, statistical inference, power of tests of significance, examples of experimental designs--randomized groups, randomized blocks, factorial experiments, as in Wilson An Introduction to Scientific Research, Kerlinger Foundations of Research in the Behavioral Sciences, Edwards Experimental Design in Psychological Research.

Friday: Quasi-experimental Study: Scherer and Wertheimer A Psycholinguistic Experiment in Foreign Language Teaching. Discussion of Campbell and Stanley "Experimental and Quasi-Experimental Designs for Research on Teaching."

WHAT ARE THE RESPONSIBILITIES
OF THE STATE FL SUPERVISOR FOR RESEARCH?

I. Exercise of Leadership with respect to research activities.

  A. Deciding what ought to be researched -- (define initiating role)

    1. Action

    2. Formal

    3. Categories of research projects according to the role of the FL Supervisor

  B. Encourage research projects within the State

    1. Initiate or conduct

    2. Local District Level

    3. College Level

  C. Consulting or Co-ordinating role in research activities

    1. Seek help of research agencies or personnel for State or field projects

    2. Help control the proliferation of research projects (discourage poor projects)

    3. Define the questions or hypothesis to be researched

    4. Two roles - a. agency initiated research

      b. field initiated

II. Dissemination of Results of Research

  A. Review of Existing Research (to what extent)

  B. Research Education in the field

  C. Analysis of a selection of results to be distributed

  D. How disseminated?

III. Conducting Research as Part of and Related to the exercise of the job of Foreign Language Supervisor

IV. Development of results of research (based on local, State, or national field)

A. Encourage implementation of pilot programs

B. Develop within school programs, classes the results of research --

1. Findings

2. Conclusions

V. Re-Testing or Duplication Studies for Confirmation of research results

VI. Evaluation Studies

GENERAL LINGUISTICS

(Outline of Professor Moulton's Lectures)

July 5 1. How Language Works.
Typical message, from speaker to hearer: encoding (semantic, grammatical, phonological); transmission; decoding (phonological, grammatical, semantic).

2. Basic Concepts of Grammar.
Form, construction, immediate constituents, phrase structure.
Bound form, free form, word, phrase, sentence.
Relationships: subject, predicate, object, head, attribute.
Transformations, embedding, hierarchical structure.

July 6 3. Signals of Grammatical Structure.
Parts of speech; word order; inflectional affixes; derivational affixes; function words (incl. substitutes, question words); agreement; cross-reference; government; stress; pitch.

4. Approaches to Grammar.
Desiderata: explain surface and deep structure, be explicit.
Traditional grammar; structural grammar; transformational grammar.
Degrees of adequacy: observational, descriptive, explanatory.

July 7 5. Sound.
Phone, phoneme, allophone.
Phonetics: auditory, acoustic, articulatory.
Organs of speech; articulatory dimensions of sound.
Consonants, vowels, stress, pitch.

6. Sound Systems.
Types of consonant and vowel systems.
Systems of distinctive features.

July 8 7. Sound Structures.
Phoneme sequences; syllables; consonant clusters; sandhi; morphophonemics; clitics; juncture; rhythm.

8. Meaning.
Signum = signans + signatum. Name, sense, thing. Arbitrariness. Types of meaning: referential, grammatical, constructional. Central and marginal meanings; synonymy, homonymy, paraphrase, ambiguity. Semantic fields. Denotation, connotation.

July 9 9. Historical and Comparative Linguistics.
Lexical change; semantic change; grammatical change.
Phonological change: regularity hypothesis; phonetic and phonemic change; types of phonemic change.
Causes of change: borrowing, analogy, internal pressures.
Relationships: family tree and wave theories; reconstruction.

10. Standard Language and Dialect.
Attitudes toward varieties of language.
How standard languages arise; standard and non-standard; examples of use of standard and non-standard.
Dialectology: geographical and social dimensions.

TENTATIVE OUTLINE OF PROFESSOR BULL'S LECTURES

IN CONTRASTIVE LINGUISTICS: SPANISH

The first lecture will deal with a general orientation, a statement of realistic goals in language teaching, and a serious discussion of all the factors which are involved in the attainment of these goals. This should be, in short, the recipe for the pie in the sky plus some detailed description of the kind of cook and kitchen needed to produce it. I should like to stress the obvious fact that all supervisors will end up as frustrated administrators unless they have a grand design and the ability to get training institutions to produce the kind of teachers who can convert the theory into effective classroom practice. Moreover, they will fail as supervisors unless they thoroughly understand their objectives and develop procedures for collecting evidence to see whether these objectives are being achieved.

With this learning set established, I feel that Lectures 2 and 3 should meet head on the relationship between applied linguistics and the terminal behavior of students. The key factor is the over-all approach in which these steps deserve most attention: contrastive analysis, definition of intuitive ignorance, sequencing of items to be taught, selection of contact and practice procedures, and classroom programming. Examples:

(1) Contrastive analysis of subject pronouns to demonstrate what is learned from the procedure.

(2) ser versus estar with predicate adjectives to demonstrate how latent linguistic intuition in English speakers makes it unnecessary to teach this contrast in Spanish. Reinforced with the subjunctive in cause and effect situations.

(3) Morphology of the third person pronouns. Learning how to generate, instead of memorizing, new forms.

Lecture 4 will deal with the broad problem of automatic habits versus perception, discrimination, cues for choice, and the relationship between linguistics, the culture's manner of scientific organization, and objective reality. Stress is to be placed on the set theory and learning processes. The importance of wholesale transfer of acquired knowledge in dealing with a new linguistic system. Points of departure in programming the learning experience.

Lectures 5 and 6 continue the plan of going from large generalizations to more specific problems. These two deal with the significance of understanding the systems being learned: the role of the broad generalization and grid versus mass details. What are rules and what are their functions. To be exemplified by an analysis of the tense system and the Spaniard's mathematical grid.

Lecture 7: phonetics, phonemics, and intonation. What to watch for in the teacher and student. The standard problems and some practical solutions. The native versus the non-native teacher.

Lecture 8: morphemic analysis and learning theory. The slot machine. Intellectual generalizations versus intuitive analogies. Exemplified by verb forms and different kinds of agreement.

Lecture 9: a demonstration of the use of A Visual Grammar of Spanish. Minimal pairs in reality and language. A procedure for generating rules without exceptions.

Lecture 10: The "new look" in teaching is already "old hat." We need, consequently, to think in terms of a continuous learning process for every classroom teacher. Pipelines to the sources of change. Stress the need to watch over detailed change rather than profession-wide fads or pseudo-revolutions. There is no master plan, only mastery of the fine points of the art. Comments on the difference between following "the" method and being successful.

A look at the next generation of textbooks.

THE STRUCTURE OF FRENCH

(Tentative Outline of Professor Valdman's Lectures)

July 5

1. French sentence structure
    - Immediate constituent structure
    - Sentence functions
    - Major verb classes
    - Complement types
2. Syntactic categories
    - Animate vs. inanimate
    - Continuous (partitive) vs. discontinuous

July 6

3. Sentence transformations
    - Yes/no interrogation
    - Interrogative pronouns
    - Complex sentences
    - Position of pronouns

July 7

4. French phonology
    - Comparison of French and English sound systems
    - Language variety: neutralization and dialect variation
    - Phonological interference
    - Teaching pronunciation

July 8

5. From Sound to Form (Morphophonemics)
    - Liaison
    - Mute-e
    - Aspirate h
    - French spelling
    - Teaching French spelling

July 9

6. Grammatical form
    - Adjective inflection: feminine vs. masculine
    - Plural markers
    - Productive vs. residual verb classes
    - Teaching French verb forms
        - "tense" vs. verb phrase
        - present stem variation vs. thematic classes
        - regular vs. irregular forms

NDEA
STATE FOREIGN LANGUAGE
SUPERVISORS
PSYCHOLOGY LECTURES

Thursday, July 21, 1966--Dr. Hundt: Learning--General, Principles and Procedures

Friday, July 22, 1966--Dr. Ost: Retention, Forgetting, Transfer of Training

Monday, July 25, 1966--Dr. Gough: Psycholinguistics, Language and Thought

Tuesday Morning, July 26, 1966--Dr. Cashdan: Psychological Measurement

Tuesday Afternoon, July 26, 1966--Dr. Saltzman: Current Research in Foreign Language Teaching

NDEA INSTITUTE FOR ADVANCED STUDY
for
STATE FOREIGN LANGUAGE SUPERVISORS

PARTICIPANT QUESTIONNAIRE

Name____

1. Are you presently working toward an advanced degree? Yes ___ No ___.

   If so, where____
   (name of school) (location)

   Major______________________ Minor__________________

2. Previous NDEA institute experience:

   a. State-side institutes:

Type of Institute	Year	Location

   b. Overseas institutes:

Type of Institute	Year	Location

   c. Have you been an instructor at one or more previous NDEA institutes?

   Yes ___ No ___. If so, when__________ where__________

   Type of institute________________________________

3. Approximately how many language teachers are in your state?_____ _____

4. What is the predominant language taught in your state?____________

NDEA INSTITUTE FOR ADVANCED STUDY
for
STATE FOREIGN LANGUAGE SUPERVISORS

STUDENT EVALUATION CHECK LIST

Please check the appropriate box	Excellent	Good	Fair	Poor
1. Information and orientation received by mail prior to beginning of Institute				
2. Physical facilities for: a) classes				
b) seminars				
c) laboratory				
3. Dormitory accommodations and lounge facilities				
4. Adequacy of food services				
5. Adequacy of total instructional program in terms of objectives and supervisor needs				
6. Value derived from working in the following areas: a) Language				
b) Statistics and Research				
c) Linguistics				
d) Supervision				
e) Curriculum				
f) Psychology				
g) Professional Development				
h) Consultant and Lecturer Program				
7. Social and cultural activities program				

A. Please indicate what you feel was the most valuable or significant aspect(s) of the Institute program.

B. Please indicate what you feel was the least valuable or significant aspect(s) of the Institute program.

C. As a result of having participated in this Institute, what will you do differently upon your return to your home office?

Comments or Suggestions for a Future Institute (Optional)

Please list any suggestions you have for future institutes in regard to the following aspects:

1) Length of institute

2) Time during year

3) Daily schedule

4) Formal vs. informal program

5) Discussion groups

6) Work projects

TO: Faculty of NDEA Institute for State FL Supervisors

FROM: Albert H. LeMay, Administrative Assistant

SUBJECT: Material for Final Report

In order to put together a final report which represents a complete evaluation of the Institute we are asking you to supply us with the following information at your earliest convenience.

1. We are interested in any comment you may have concerning your area's role in the overall program.

2. What do you feel were the chief strengths and weaknesses of the program?

3. Have you any comments concerning the participants' role?

4. Please make whatever suggestions you feel will be helpful to us in setting up future institutes.

____
(name)

k'

TO: State Supervisors of Foreign Language

FROM: Albert H. LeMay, Administrative Assistant

SUBJECT: Work Projects for N.D.E.A. Institute

We would very much appreciate your cooperation in helping us to determine your principal areas of interest for possible group divisions in the Institute.

Enclosed you will find a list of sixteen possible areas of concentration. We are mainly interested in finding out the following:

1) Of the sixteen categories listed, which are the ten most important and which most need exploration as far as Language Supervisors are concerned. Use numbers 1 through 10 (number 1 indicating the most important) in column A.

2) In order of preference check five categories in which you are particularly interested. Enter numbers 1 through 5 (number 1 indicating most interest) in column B.

Should you want to add categories to the list or if you have any suggestions you would like to make, please use the reverse side of the form.

You may be interested to know that we have arranged for James R. Powers, on loan from the Massachusetts State Department of Education to the U. S. Office, to be with us during the first week of the Institute as "Blueprint" coordinator for our work project.

Thank you for your help once again.

Name ______________________________

	A	B
1. Administrative Responsibilities		
2. Articulation and Sequence		
3. Audio-Visual Aids and Other Media		
4. Automation		
5. English as a Foreign Language		
6. Educational T.V.		
7. FLES		
8. In-Service Training Programs		
9. Language Program Development		
10. Language Laboratories		
11. Linguistics		
12. Methodology		
13. Psychology		
14. Supervision		
15. Teacher Training		
16. Testing and Evaluation		

WORK PROJECTS RATED BY SUPERVISORS
AS TO IMPORTANCE (A) AND INTEREST (B)

A	B
1. In-Service Training Programs	1. Teacher Training
2. Articulation and Sequence	2. In-Service Training Programs
3. Teacher Training	3. Language Program Development
4. FLES	4. Audio-Visual Aids and Other Media
5. Language Program Development	5. Articulation and Sequence and Linguistics
6. Audio-Visual Aids and Other Media	6. FLES
7. Testing and Evaluation	7. Methodology
8. Linguistics	8. English as a Foreign Language
9. Methodology	9. Educational TV
10. Supervision	10. Automation
11. Language Laboratories	11. Psychology
12. Administrative Responsibilities and English as a Foreign Language	12. Supervision
13. Psychology	13. Language Laboratories
14. Educational TV	14. Testing and Evaluation
15. Automation	15. Administrative Responsibilities

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Regulations - Title 45, Chap. 1, Part 117, Financial Assistance for School Library Resources, Textbooks, and Other Instructional Materials

Grants for Planning and Establishing Supplementary Educational Centers and Services; Regulations

1966-67 Teacher Exchange Opportunities

P.A.C.E. Title III Elementary and Secondary Education Act

Recommendations of the National Council of State Foreign Language Supervisors

Selection and Organization of Library Materials for Modern Language Programs

Evaluation and Testing in Teaching MFLs

Needs and Availability of Staff for 1966-67 Institutes, MFL and English as a FL

Outline of Elementary and Secondary Education Act of 1965 (H.R. 2362)

NDEA Title III: Guidelines

Research Abstracts and Analytical Review, installments 1-8

Completed Research, Studies, and Instructional Materials

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Support for Research and Related Activities: Bureau of Research, U.S. Office of Education

Improvement of Instruction Through NDEA Title III

NDEA Title III Guidelines: Financial Assistance for Strengthening Instruction in Critical Subjects in Public Elementary and Secondary Schools

A Fierce Commitment

The First Work of These Times: Description and Analysis of Elementary and Secondary Education Act of 1965 h²

Title II Elementary and Secondary Education Act: School Library Resources, Textbooks, and other Instructional Materials: Guidelines

School Library Services in the N.D.E.A. Title III Program

Some Recent Publications for Elementary School Programs

Recent State Foreign Language Curriculum Guides and Guidelines

Support for Research and Related Activities: Bureau of Research

A Handbook for Guiding Students in Modern Foreign Languages

Federal Money for Education (chart)

Guidelines: Special Programs for Educationally Deprived Children

Modern Foreign Languages in the Elementary School: Teaching Techniques

Modern Foreign Languages in High School: Pre-reading Instruction

Language Laboratory

Language Laboratory Facilities

Modern Foreign Language Fellowship Program

National Defense Student Loan Program: College Work-Study Program

Modern Foreign Languages and Your Child

List of agencies whose projects under Title III have been approved for support

Guidelines: Financial Assistance for Strengthening Instruction in the Arts and Humanities in Public Elementary and Secondary Schools

Pacesetters in Innovation

Higher Education Act of 1965

PACE

Focus on Title V: Strengthening State Departments of Education

Supervision for Quality Education in Science

The Leadership Role of State Supervisors of Mathematics

SUMMARY OF INFORMATION ON INSTITUTE PARTICIPANTS

Total number of participants:	16
men:	8
women:	8
Ages of participants	
25 to 35:	4
36 to 45:	5
46 to 55:	3
56 to 65:	4
Number of states represented: Also Virgin Islands, Guam, and Canal Zone	13
Language background	
Major training in French:	7
Major training in Spanish:	6
Major training equally in French and Spanish:	1
Major training equally in French and German:	1
Major training in other:	1
Some training in two languages:	5
Some training in three or more languages:	6
M.A. degree in French:	6
M.A. degree in Spanish:	5
Native speaker of French:	1
Native speaker of Spanish:	1
Foreign study, travel and/or residence	
less than year:	7
year or more:	9
Years of experience as teacher	
0:	1
1 to 5:	4
6 to 10:	1
11 to 20:	4
21 or more:	6
Years of experience as supervisor	
0:	3
1 to 2:	6
3 to 4:	4
5 to 6:	3